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This manual is designed for trainers of social service aides in New Careers training programs. In these programs, (1) persons from disadvantaged backgrounds are prepared through on-the-job training and other methods for entry-level positions in human service agencies; (2) employing agencies are motivated to make corresponding changes in their structures, supervisory patterns, and attitudes to accommodate New Careerists; and (3) both New Careerists and employing agencies plan for career advancement opportunities and resultant changes in human service. Included in this guide are an explanation of the New Careers Training Model and a glossary of New Careers terms plus explanation of the trainer's responsibilities (establishing and maintaining relationships with agency staff, getting to know aides' backgrounds; dealing with trainee anxiety and insecurity; orienting aides to the agency, community, and clientele; arranging the training environment, selecting materials to be covered; and preparing a kit for trainees) and training methods and techniques (lecture, observation, discussion, participation, printed material, audiovisual aids, skill and process learning, demonstration, case study, and role playing). Also available is an accompanying manual for trainees which presents the basic social services curriculum (SP 002 032). (SG)

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NEW CAREERS: THE SOCIAL SERVICE AIDE

A Sourcebook for Trainers

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PREFACE

This sourcebook is a brief guide for trainers of social service aides in New Careers training programs. The basic curriculum in social services appears in a companion publication, The Social Service Aide: A Manual for Trainees. The trainer should be well versed in the content of the trainee's manual -- the text on which class discussion and activities will be based -- and able to discuss it and supply additional information as required.

Presentation of the basic curriculum in social services will be enhanced if the trainer thoroughly understands the basic philosophy and structure of the New Careers training model. This information is available in two publications, Generic Issues in the Human Services: A Sourcebook for Trainers and Entry-Level Training for the Human Service Aide. Both of these can be acquired from the Information Clearinghouse on New Careers, New Careers Institute, University Research Corporation, 1424 Sixteenth Street, N.W., Washington, D.C. 20036.

The New Careers Training Model

Briefly, New Careers is the name given to an innovative program in which:

1. Persons from disadvantaged backgrounds are prepared, through on-the-job training and other methods, to assume entry-level positions in human service agencies

2. Employing agencies are motivated to make corresponding changes in their structures, their supervisory patterns, and their attitudes to accommodate New Careerists

3. Both the New Careerists and the employing agencies become involved in planning activities to provide opportunity for career advancement and resultant changes in human service.

In New Careers training, emphasis is placed on linking learning to experience. This principle is applied in immediate on-the-job training, which takes place concomitantly with remedial training and course training related to general issues involved in human service work.

An important aspect of New Careers training is the presentation of those broad issues that underlie effective work in any human service field. This content has been called the generic issues of human service, and is outlined in the manual on this subject.

The concept of New Careers training and the training model were developed by the Institute for Youth Studies of Howard University and at several other New Careers demonstration centers. This manual, one in a series designed to provide guidelines for implementation of programs, is derived from the early experiences at Howard and the other centers. The model described in this

manual should not be considered a static and unchanging process -- in fact, we hope each group using these guidelines will contribute to the further development and application of the New Careers concept.

Paul N. Mathless and Nancy McLean were the editors for this manual.

Arnold S. Trebach, L.L.B., Ph.D.
President, University Research
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October 1968

A NEW CAREERS GLOSSARY

Some brief definitions to help readers understand the fundamental concepts of New Careers and the New Careers Training Model . . .

Human Services -- Broadly defined as the fields of public service in which a person-to-person relationship, crucial to the provision of services, exists between the receivers and the providers of the services. Includes the fields of health, education, mental health, social services, recreation, law enforcement, corrections, rehabilitation, housing and employment.

Human Service Aides -- Persons trained in New Careers programs to assume aide responsibilities and assist professionals in the delivery of human services.

Entry Training -- The initial phases of the training program; required to prepare trainees to assume entry-level or first-level jobs.

Career Ladders -- The vertical hierarchy of jobs in human services from the level of human service aide through the entire progression of career potentials.

Entry-Level Jobs -- The first step in the career ladder, requiring minimal skill and education and open to previously uncredentialed persons. Sometimes called first-level positions.

Task Cluster -- The conglomerate of tasks required in a particular job.

Generic Issues in Human Services -- Those broad issues common to all human services, including (1) The Individual's Relationship to the World of Work; (2) His Relationship to People; (3) His Relationship to the Community, and (4) Individual Growth and Development.

Training in Generic Issues -- Training and curriculum content related to the generic issues of human services.

Basic Training in a Particular Human Service Field -- Training in the basic concepts and skills common to a particular human service field.

Job Skill Training -- Training in the particular skills and knowledge required to do a specific job.

On-the-Job Training -- Structured, planned and supervised training in the actual work situation during which the trainee performs the work and role required of him, i. e., learning through doing.

Remediation (or Remedial Training) -- Training in the basic educational skills required to most efficiently learn and carry out job duties, including preparation for educational and Civil Service qualifications.

Core-group Technique -- A technique used by the New Careers trainers as they work with trainees in small groups, providing training, counseling, discussion and feedback related to job experiences as well as group identity and support.

Certification and Accreditation -- Official, documented recognition by human service agencies or academic institutions (such as junior colleges) certifying New Careerists for the jobs they assume and/or leading to further academic or educational degrees.

Training for Supervisors and Trainers -- A structured training program that includes consideration of:

New Careers concepts,

Restructuring the job hierarchy,

Understanding the life styles of trainees,

Supervisory models and skills, and

Roles and relationships between trainers, supervisors and trainees.

INTRODUCTION

It is a unique privilege to prepare untrained, often unemployed, persons for a meaningful job that is also the first step in a new career. But how likely is this enterprise to advance the human services as well as the new workers? We are confident that New Careerists can both succeed and improve the human services, providing that the initial goals for training and employing them are reasonable.

A short preservice training program can introduce trainees to their new field and equip them for entry or elementary social service assignments, but we should not try to turn out 90-day wonders. There is no such thing as a cram course in social service. People learn to become social service workers, subprofessional and professional, through an extended period of learning that integrates theory with practical knowledge on the job.

These manuals attempt to distill the knowledge that we anticipate social service aides will need; they are intended primarily as reference books. No one could possibly "learn the manuals" prior to his first field assignment, but if he is aware of their contents, he will be able to consult the relevant section when he needs help in doing his job. One reason why the manuals are presented in outline form is so

that specific topics can be readily found. The trainees' motivation and receptivity to learning will be at their peak when the training activities demand knowledge and know-how. To the extent that the training period can simulate the job situation through liberal use of role play, case studies, and practice assignments, trainees will recognize the relevance of the didactic materials in the manuals.

It is perhaps easier to develop goals for a pre-service training period if we recognize the difference between receiving training and being trained. The pre-service period, which will differ in length depending on the program and the agency, must be followed by in-service training and careful supervision by professional workers who are well aware of the trainees' limited education. You should not accept assignment as trainer unless these important safeguards are assured. Otherwise, you would be attempting to do in a few weeks what it takes years to accomplish. You should note, however, that putting untrained people to work while they are in training is quite consistent with social work tradition, which has always recognized that, regardless of their educational level, people learn a job best by doing it--provided that they have opportunities to continue their education and to examine and scrutinize their practice under professional supervision. Graduate students, chosen, like aides, primarily on the basis of "natural"

aptitudes for helping others, begin to work on carefully selected cases immediately on entering a graduate school of social work. And although New Careerists lack formal education, they will be performing on a subprofessional or aide level and will have, presumably, special rapport with and knowledge of the clientele.

The basic goal of the preservice training, then, is to prepare the trainees to assume an elementary or entry social service assignment, the first step in a career ladder. The specific job preparation will have to be carefully worked out with the agency staff, especially with those who will supervise the new workers on the job. It should include an orientation to the agency, its staff, its clientele, and the community. The general goal of preservice training, less affected by the particular agency and assignment, is to initiate trainees into the social work field, to acquaint them with its knowledge, attitudes, values, and goals. Such an introduction is intended not only to provide trainees with a content for the initial job but to help them gain an awareness of the career as well.

In this brief trainers' manual, we have tried to suggest some of your specific tasks such as familiarizing yourself with the aides' backgrounds, developing relations with agency staff, and orienting trainees to the agency and the clientele. The second section is a discussion of the major training

techniques that you will employ, how they are done, under what conditions, and with what results.

I. Important Responsibilities of the Trainers

Training must be tailored to a variety of factors--chiefly the characteristics of the trainees, the requirements of their assignment, and the length of the preservice training period. Trainers will vary in their familiarity with the agency or agencies in which trainees will be working and with the clientele to be served. When you are unfamiliar with the setting in which aides will be working, you should spend time orienting yourself if you are to be sensitive to what the trainees need to know. In any case, you will need time before the first preservice training period begins and, to a lesser extent, before each subsequent period to develop a program based on the requirements of the job and the trainees' levels of learning and prior experience.

A. Trainer's Relationship with Agency Staff

Although there will be job descriptions on which to base the training curriculum, it is very important for you to get precise information about the aides' assignments and to participate with the agency staff in defining the aides' responsibilities. Conferences with trainees' prospective supervisors can produce a clear indication of what

will be expected of the trainees in service to clients, supervisory relationships, and clerical responsibilities. It may well be that you will have to help agency staff develop realistic goals for entry assignments in view of trainees' capacities and the extent of their preservice training.

If you are unfamiliar with and/or not employed in the agency or agencies in which aides will be working, you should familiarize yourself with these institutions, their program, their staff, the clientele, and the area served. If possible, spend time learning about the various departments and services with which aides will be concerned by conferring with staff, reading case records, observing home visits, attending staff conferences, and being present at community meetings. The more you know about the setting in which aides will find themselves, the better you will be able to prepare them for their jobs.

Your own orientation to the agencies can contribute to the added important purpose of preparing the agency for the coming of the new workers. You may have to acquaint agency staff with the New Careers concepts and to help them get used to the idea. You should try to pave the way for smoothly integrating the New Careerists by having staff consider some of the following effects of their employment: the potential difficulty of work-

ing with people who may be closer to the clientele in background than to the present staff; uncertainties about the capability of these workers to assume tasks formerly done by professionals; possible resentment of professionals by aides, based on their past experiences with social agencies or present status differences; new knowledge of the clientele and the community that aides may offer professionals; the closer rapport with the community that might result from employing workers more attuned to it and more likely to share common social goals; expanded opportunities for professional responsibility and creativity as a result of aides' assumption of routine professional duties. Naturally the dialogues stimulated by the New Careers program will continue long after aides join the agency but should be started before they arrive.

The aides' continued education depends heavily on the quality of the supervision they receive and how they are able to use it. It is therefore important for you to prepare both trainees and supervisors for this relationship.

Probably no matter what type of supervision the aides get, their experience in a social agency will be different from supervision in other jobs they have had. Primarily, it will differ in its emphasis on the worker's development rather than on controlling him. Where it may have been to his advantage to hide his deficiencies in the past, he will

have to be helped to understand that admitting what he does not know and asking for help are critical to his development and advancement. He will be evaluated favorably if he makes use of supervision to seek information and ask for advice. On the other hand, you may have to tell supervisors of the importance of continually reminding the aides of these new supervisory expectations. It should be unnecessary to point out to supervisors that self-revelation by aides should be rewarded, not punished, if the aides are to develop the necessary candor.

The amount of daily or on-the-spot help that aides can get, as opposed to regularly scheduled conferences, should be made clear to them. They need to know when help is available in routine situations, what to do in an emergency, etc. You should urge supervisors to be available to staff as they encounter problems because aides are likely to become anxious and insecure if they frequently have no place to turn.

B. <u>Acquainting Yourself with the Aides' Backgrounds</u>

Before the trainees show up, their application forms and any notes made by their interviewers should provide a clue to their learning needs and characteristics, individually and as a group. However, you should remember that an orientation to the group through their records is only an introduction.

People differ in their ability to put their best foot forward on a written application or in a job interview. Do not form impressions of group members that could become negative self-fulfilling prophecies. Mrs. Smith may be brighter, more experienced, and more sensitive than her application suggests, but if you judge her by what she wrote on a piece of paper rather then by her performance, her potential may not be tapped by the training program. Because continual revision, rethinking, and reformulation are necessary throughout the training period, you must guard against allowing rigid planning to constrain and limit the evolution of the program.

With this caveat in mind we can nonetheless make certain assumptions about the group on the basis of their applications. Their educational level is an important factor since it largely determines the level of abstraction you can expect the group to handle, how much independent reading you can assign, and, to some extent, how well individuals can participate in the give-and-take of discussion. On the other hand, some individuals with scant formal education have great sensitivity to human relationships and, in a setting where their participation is welcomed, can often contribute greatly to group discussion. This observation is perhaps more germane to some older trainees who have suffered even more from lack of opportunity for education than have the younger ones.

Diversity among trainees is both stimulating and problematic, depending to some extent on the way you handle it. The group may include people with differences in background and experience that broaden a discussion but pose problems of either talking down or up to some of the members. You can deal with these situations in several ways--for example, individual assignments or small-group conferences. Ethnic and racial mixtures are group factors for you to consider, particularly since trainees in a mixed group are likely to segregate themselves along racial or ethnic lines at first. If you do not see this occurrence as a problem but rather as a typical response to a new, unfamiliar situation, you will be able to accept it and make no immediate efforts to integrate the group.

The individual employment and social histories of the aides can also provide you with other important clues. One factor is their ability to relate to and deal with agency staff as well as clients. Depending on the backgrounds of the group, training should probably include some type of opportunity to test out their ability to handle themselves comfortably in new and different relationships. For example, trainees might be assigned the task of calling on middle-level administrators and visiting other programs and agencies to familiarize themselves with these community resources.

At the same time, the assignment can give them the experience of relating to staff of their own and other agencies as fellow workers.

C. Dealing with Trainee Anxiety and Insecurity

It is important to recognize that aides will probably be more anxious about their ability to succeed and keep their jobs than other staff members who have more education and experience. You should also realize that for many aides this job is a very important chance to begin a career and to move out of the trap of underemployment and unemployment. Consequently, you should realize that the prospect of failure is all the more threatening to the aides, because it would truly be a great chance lost, and that the aides are strangers in a new work environment--a social agency. These and other factors in the initial training sessions will probably be emotionally fatiguing for the trainees. Therefore, these first days--particularly the opening day of the program--you should not overwhelm them with either new information or new relationships. Some casual socialization, such as an introductory coffee hour, should help them relax and help you get to know them.

Another way of dealing with aides' anxieties is to work toward developing a cohesive training unit in which

trainees can provide mutual support for each other for the duration of the training period and later, when they are on the job. The various insecurities of aides to which we have alluded make the development of group strength an important goal.

You should also stress to the aides from the outset that what people know to begin with is less important than what they learn in training and on the job. To help trainees feel more comfortable with their lack of knowledge, you should point out your own feelings of uncertainty and note that the field itself lacks the answers to many questions.

Another way of putting aides at ease and helping them feel more comfortable in their training roles is to tell them several stories of cases in which staff members had misconceptions or limited knowledge that had to be corrected.

Without creating false security, you can also point out, as Dr. Spock does to new mothers, "You know more than you think you do." The aides often bring a sensitivity to human relationships, a wealth of community experience, and a familiarity and empathy with the clients' problems that are fine foundations to a social service career.

D. Welcoming and Orienting Aides to the Agency

It is important for the aides, who are newcomers to the field, to feel welcome in the agency. As many supervisory and administrative staff members as possible should meet and greet them during the early sessions. Because aides are relatively low in status outside the agency and in the hierarchy of agency positions, they need assurance that their services are important and that they have been chosen because they have something important to add to the agency's delivery of services. If they are isolated from the mainstream of agency staff and programs from the beginning, they can hardly develop enough esteem to learn and perform well.

The agency administrator or another high-ranking executive staff member should participate in the trainees' introduction to the agency and can give a short talk about the agency. The trainees should learn about all facets of agency operations--formal and informal. You should use organizational charts to outline the formal communication and responsibility structures in the agency. The informal working processes of the agency should also be discussed, with parallels drawn between the trainees' previous experiences with organizations and those they are likely to have in this agency. Give special attention to showing how

decisions are made in the agency. One way of conveying the complicated, informal nature of most decision making in an organization is to use a case example to point out how the system really works. Also, you can clarify the extent to which agency personnel influence policy procedures and programs through informal, as well as formal, processes.

E. Orientation to the Community

The aides must learn about the community they will be serving. You can start a discussion on the relationship of the trainees' agency to other social agencies in the area, presenting relevant information on all the community's social agency resources. This will help the trainees broaden their perspective of the agencies in the community and their relationships with each other. It will also help the trainees later in understanding the process of referral. You can invite local community leaders to training sessions to help establish rapport and a line of communication between the trainees and the community.

One way to teach the trainees about the community is to program walking tours. Trainees should be assigned to walk in the neighborhood in pairs, carrying checklists to note public schools, libraries, health stations, hospitals, clinics, settlements or community centers, community action groups, political clubs, churches, etc. Encourage them to talk

informally with residents and to make appointments to visit facilities and talk with staff to learn the quality of services and how the neighborhood residents view the relationship between the community and the agency. Some comparison between old and new impressions might help them clarify their old and new roles--that is, community resident and community worker. Some of the aides may be experts in different areas of community life, having been active in education groups, political circles, etc. Aides from other communities can point out similarities between their past experiences and new trainees' experiences.

You will always produce more effective learning if you link the experience--in this case, the walking tour--with the broader issues being discussed. For example, if the group is reviewing housing programs, such as urban renewal, low-cost public housing, or Model Cities, you can ask them to determine which kinds of programs are represented in their community and to observe or inquire about the characteristics of each.

F. Orientation to the Clientele

Aides will meet the client in many ways during the training sessions. It is important that all material presented be connected to some specific examples in the client population and the situations and problems trainees will

encounter.

Encourage trainees to view the clients as people like themselves, and not only as a special category of human beings to whom they have a particular relationship and responsibility. Everyone has problems, and almost everyone uses social services of one form or another. In order to increase the trainees' identification with their clients, you should stress that the conditions that affect the clients are the same social circumstances that concern all of us.

A good way for trainees to meet the clients is through agency case materials, which should be used throughout the training period. Another way is to assign trainees to a case near the end of the preservice period. A real assignment will allow them actually to practice their skills at the earliest possible time. Also, the sooner they begin service, providing the problem is relatively clear-cut and allows for a modicum of tangible success, the sooner their anxiety about the job will be alleviated.

G. Training Environment

Before the training program starts, you should make all necessary arrangements to assure that the training environment is conducive to learning. Luxury is not necessary, but comfort, good lighting, and absence of noise are. You and your group should have access to an average-size room equipped

with chairs, desks, worktables, electrical outlets, a comfortable heating system, and adequate lavatories. You should decide on a seating plan that will permit face-to-face discussion -- a circle or U-shaped arrangement.

H. Type and Amount of Material To Be Covered

Since you are preparing people to do specific jobs, you should select areas of knowledge and skill that will enable them to work effectively at the entry-level position and that will also provide them with a foundation for further growth both on the job and in subsequent career-oriented education and training. It is essential that the aides leave the formal training period with practical, entry-level know-how. Therefore, you should concentrate on those sections of the manuals that are most pertinent to the particular agency tasks that will be assigned to aides.

For example, if an aide will be working in a child welfare agency, you should give special attention to all aspects of child development, needs, and services. You would then need to spend little time on the aged, primarily providing only background information and suggesting the scope of social-work knowledge and services.

If aides will be dealing mostly with one ethnic and/or racial group, you should give less attention to teaching an understanding of other population groups. However, you

should add that if the aides at any future time become involved with and serve other racial groups, it is their responsibility to fully acquaint themselves with the history and characteristics of these groups.

If the aides' duties are to be ancillary to those of the professional social worker, then you should devote considerable time to discussing the "team approach." If the aides will be working in a financial assistance program, you should schedule workshop sessions geared to developing their skills in handling forms and reading and interpreting policy statements. In addition, you could supplement the trainees' overview of the program by discussing the history and development of income-maintenance programs.

If possible, you should invite a top agency administrator to discuss the history and development of the agency. The aides would profit greatly from the kind of overview of services that an administrator is best qualified to give. Such a discussion will also provide a case example--that is, the development of a particular social agency, which illustrates certain general historical material discussed in the trainee manual.

I. Preparing a Kit for Trainees

Prepare a kit for the trainees to give them something to hang on to. The kit should include a copy of the

trainee's manual, a schedule of the training sessions, some material about the agency and its services and employment policies, and their own job descriptions, as well as other important materials. Further materials can be added as the training period progresses, and by the end of the preservice training the kit will represent an accumulation of knowledge by the trainee and will serve as a resource during the early stages of his employment.

II. Training Methods and Techniques

Training social service aides to work in your agency calls for a wide variety of methods and techniques. As in any learning process, you should use techniques and methods that will convey ideas and principles from one person to another or to a group. There is no hierarchy of values in learning: every factor can be of critical importance. On occasion, fresh air may be as important as a fresh idea. As we have noted, environment--the location and quality of the facilities--affects the amount and quality of learning.

In every learning activity, whether it is teaching interviewing skills or familiarizing trainees with the history of social service legislation, you must be prepared to anticipate and deal with the trainees' apprehension, resistance to learning, inattention, poor communication skills, and even antagonism. These problems can be handled by providing for

clear exposition, allowing for a two-way flow of communication, and ensuring that there is appraisal, application, and testing of the knowledge or skill under consideration.

You have at your disposal a wide variety of forms, methods, techniques, and devices. In reviewing the literature on training, one will note many "fads" and "styles" in training practice. Some trainers feel that learning does not take place unless it is done through group discussion; others feel just as strongly that role playing is the key technique. Panels, workshops, seminars, and other methods are often used indiscriminately and applied to <u>every</u> activity simply because they worked well in <u>one</u> activity.

The key to learning is the establishment of a relationship between the trainee, the skill or knowledge to be mastered, the environment, and the trainer. To achieve this relationship, you should consider all methods and techniques and try many of them, keeping in mind local conditions, the readiness of the trainees, the type and quality of available resources, and your ability to use them. This does not mean that you should simply try out every known method. Rather, you must exercise your ability to select the appropriate methods or techniques at the appropriate times. The choice you make is of paramount importance. It ought not to be made

arbitrarily, but rather with a knowledge of possible opportunities and consequences. This, in turn, suggests that you be prepared with a flexible range of possibilities you can adapt to meet both regular and unexpected situations in your training group.

In order to stimulate thinking about the procedures you might use, we will list and discuss a series of methods and techniques. These are in no way all-inclusive. They are noted in order to familiarize you, if you are not already familiar, with the standard methods and techniques being used today.

A. Lecture

The lecture is probably the most widely used form and method for conveying information and ideas to groups of people. However, its advisability for the training of social service aides is open to question. It is somehow assumed by many trainers that if a wise person stands before a group and expresses himself there will be a transfer, not only of knowledge, but of inspiration. There is no question that this does happen occasionally, and when it does, it is a very thrilling and satisfying experience for all concerned. Too often, however, the lecturer, perhaps because he is so well-informed, finds it difficult to use words and concepts which convey his true meaning to his listeners.

If you invite someone to lecture to your training group, be sure to inform him accurately about the level of understanding of the aides. It may require special adjustment for him to be able to speak meaningfully to your group.

Equally important is the choice of subject matter for lectures. Though it may be desirable to make fully informed authorities out of some aides, it is obviously unnecessary and, in fact, unwise to transmit too much theory and speculation to people whose work roles will be at first of a very limited and practical nature. The lecture method should only be used by people with considerable knowledge of how people learn and with an ample range of other teaching devices and methods available to supplement the lectures.

B. Observation

Simple observation is little better as a learning mechanism than a straight lecture. Except for the well-prepared person, observation alone is nearly worthless. For example, field trips taken in sequence from one neighborhood agency to another might give some idea of the atmosphere and facilities of these agencies, but they teach little about work possibilities for the person doing the observing.

Again, considerable skill and understanding are required if a trainee is assigned to observe a neighborhood meeting

and to learn something merely by watching. There must be some relationship, clear to the trainee, between what he is observing and his own job. Preparation for such observation with discussion of what to look for and a follow-up discussion of what actually took place will make any observation more meaningful. Without such preparation and support, observation becomes a waste of time or, at the very best, a break from routine.

C. Discussion

Discussion is a technique that can be used in almost every learning situation. It has a two-fold effect: it enhances the exchange of knowledge and it teaches a basic skill. If a lecture or a field trip can be followed by open discussion, both experiences will be far more meaningful and will prove much better as learning devices. Asking and answering questions and sharing impressions help to fix important ideas in the minds of the trainees. A skilled discussion leader can demonstrate that a great deal of learning can be crystallized by one simple question: "What did you see?" By persistently repeating the question and forcing the group to delve deeply into the meaning of what they say, an excellent learning experience can take place.

However, certain difficulties may arise in a discussion situation. The social distance between the aides and the trainer or discussion leader sometimes intervenes. Many people are unaccustomed to expressing their feelings and ideas out loud in front of others, and, in some cases, before members of different age, sex, or ethnic groups. Regardless of the difficulties, efforts should be made to train workers in discussion skills in the expectation that they will use such skills on their jobs.

D. Participation

There is a Chinese aphorism which states: "If I hear it, I forget; if I see it, I remember; if I do it, I know." Participation and activity involve the trainee more intimately in the learning process than any other method. The richness of the experience is greatly enhanced if the trainer, supervisor, or discussion leader is at hand to stress the important points of the activity in process. Having the trainees take responsibility for an individual or group situation and then discussing the experience with others is a good learning process. On-the-job training experience can be supplemented by similar participation experiences in the classroom. Such experiences are especially useful where the trainees have not had much formal education. Activity is closer to their life experiences and does not

create the unnatural tension that listening to a lecture often does. Such activities as escorting neighborhood people to the welfare center or participation in a housing survey can teach new skills in a context which makes sense to the person being trained.

For such participation training to be effective, there must be support from workers in the agency. If the activities of the agency do not reflect what the training was all about, the trainees will quickly realize that they haven't had any training at all.

E. Printed Material

There is a wide variety of literature and printed information available from sources such as the Social Security Administration, Office of Economic Opportunity, the Departments of Labor, Health, Education and Welfare, and many state and local agencies, as well as from private agencies and corporations. In fact, there is so much material available that it is sometimes difficult to decide which material to use.

One of the dangers in selecting and using printed material is the tendency on the part of people to feel that it is required that they believe and use the material as presented, despite the fact that the ideas and procedures may be inaccurate, may not be applicable in the local

community, or may be produced for use only in very specific ways. Printed materials can take on a tone of authority that should be carefully controlled.

One of the unique contributions that you as a trainer and other staff members in your agency can make toward the training of social service aides is the development of your own printed material. Training pamphlets and fact sheets devoted to special aspects of your agency's functions and administration have the advantage of being more pertinent to local conditions and can be used by the aides as a source of information. The materials you develop need not be elaborate but should provide information and material that stimulate thought rather than seem to give all the answers. This eliminates the problem of trying to adapt material from other programs to match the needs of your trainees, your agency, and your community.

F. Audiovisual Aids

As movies, filmstrips, tape recorders, and other mechanical and electronic devices become more readily available, the opportunities for their use in training also increase. Again, it is hard to obtain these kinds of materials from other communities and use them without having to change them considerably to make them relevant to local problems.

In choosing these aids, it is of first importance that the film, tape, or slide have a story to tell. It is not enough to have pictures of poor housing; they should tie in to what is happening, what should be happening, and how it is to happen. They must say something to the trainees or else they are of little use.

You must understand also that such aids do not teach by themselves; someone must review the material and be prepared to lead discussion, point out important facts, and relate these facts to the local situation.

In addition to tapes and films, other aids include cutouts, models, flannel boards, chalk boards, pasted pictures, film loops, etc. You will have to sift through the great mass of material currently available and determine which make sense for your program and which are merely a waste of time. You must look for materials in which complex topics are simplified and key points are emphasized and through which trainees can experience situations beyond the walls of the agency and classroom. We will discuss two or three of the most widely used audiovisual aids.

1. Tape Recorders

There are literally hundreds of ways you can use a tape recorder with your trainees. It can be used to impart knowledge, develop skills, demonstrate techniques, improve language, etc.

One of the best uses is to let trainees use the recorder in a simulated or real job situation and then play it back for analysis. A person who hears himself on tape becomes more aware of the way he sounds, how clearly he pronounces words, how often he speaks up or leads the discussion.

Taped presentations help groups analyze problems. A taped "discussion stimulator" on welfare, education, or housing can start people thinking about problems and bring facts into focus. A taped role-playing session of interviewing a welfare applicant can be useful in perfecting the technique before attempting it on the job. The novelty and vitality of tape also helps reach people who do not respond to the printed word.

As with any other aid, tape recorders should be thoughtfully used and never overused. Plan what needs to be done in advance to avoid unnecessary tapings. The position of the microphone is vital. The microphone should be as close as possible to the speaker's mouth, but off to one side so that he talks past it. If you are recording several voices, place the mike close to the person with the softest voice. Set the recording level before you begin to record. If you're not sure what the level should be, it is better to set it too low than too high; if it is too high, distortion can occur. Recording in a room with little furniture and no rug or draperies will produce echoes. Remember that tapes can be

kept almost indefinitely in a cool place for reuse at a later date.

If you plan to use tapes extensively in your program, you should study procedures for editing and splicing. Much of the latest programmed instruction is available on tape, or you might consider making your own programmed course. Generally, the tape recorder should be used for two-way communication of thoughts and emotions between individuals and groups. It should not be used where ideas summarized in writing are satisfactory. Tapes do not make good memoranda or textbooks. On the other hand, a recording of a lively staff meeting or another live encounter can get across ideas and feelings that notes cannot convey.

2. Films

Learning experiences can frequently be enhanced through visual media. Complex topics can be simplified, key points can be emphasized, and students can experience situations beyond the walls of the classroom through well-prepared visual aids.

The success of a film program depends on a number of factors, including the quality of the film and the amount of preparation undertaken by the instructor. When using films to teach facts, concepts, skills, and procedures most efficiently, keep in mind the following procedures.

a. Choose an appropriate film -- Select the film on the basis of specific behavioral objectives. Have the required learner behavior clearly in mind; do not be tempted to use a film that does not fit the particular needs of the trainees.

b. Preview the film -- Be familiar with both the content and approach before using any film with a group. Note what is included and what is left out. Pay special attention to new technical terms, and note the amount of previous knowledge assumed on the part of the viewer.

c. Plan the lesson -- Write down pertinent questions for discussion before and after the film. List new vocabulary and introductory material. Include other appropriate materials and references.

d. Motivate the trainees -- Be sure trainees know what they are expected to learn from the presentation. Why is this knowledge or skill important to the welfare of the people, to the efficient operation of the agency, and to their own careers?

e. Increase readiness -- Explain how trainees will be expected to prove that they have learned through either verbal or written testing after the film showing.

f. Introduce the film -- Before showing the film, make sure all viewers know the key points to look for. Quiz them on terminology and essential background. Check their readiness to profit from this film.

g. Discourage note taking -- Distribute in advance study guides containing major points. Then trainees will not have to jot down notes during the film presentation and thereby risk missing important content.

h. Encourage mental practice -- The best way to learn a skill is to practice actively while observing a demonstration. When this is not possible, tell trainees to imagine themselves performing the procedure as it is shown on the screen, instead of watching passively. Instruct viewers to think about the answers to questions raised in the film, and to summarize facts and concepts in their minds.

i. Eliminate distractions -- Do not try to compete with air hammers in the street, noisy air conditioning, glare from windows, and people coming and going. Do not expect learners to be alert in a hot stuffy room, or to stay awake in a darkened room after lunch. People will not learn if they cannot see the picture, and they day-dream when they cannot hear the sound.

j. Stay with the projector -- Keep the volume at the proper level and adjust the tone control to compensate for room acoustics. Keep the picture framed and in focus. Stay alert for loss of the loop, and know how to restore the loop without film damage or needless interruption. Have a spare lamp ready and be prepared to change it without delay.

k. Stop for review -- If the film is very long, stop frequently for discussion and review of key points. If only part of the film is relevant, show only that part and ignore the rest.

l. Repeat key material -- If the film itself does not reinforce by repetition, it is all the more important for you to do so, either during the showing or immediately afterwards. Turn off the sound track occasionally and have trainees narrate or describe the activity being shown.

m. Discuss the film -- Discuss the principles and application of the subject matter immediately. Discussion is essential if learners are to use processes or resources that are somewhat different from the type shown, or if procedures are somewhat different in your agency.

n. Reshow the film -- Everyone will learn more if you show the film again, immediately after discussing it or early the next day. If class time is not available for a second showing, make it convenient for individuals to review the film on their own time.

o. Test learners' performance -- If a procedure was to have been learned, testing should demonstrate the skills involved, either with actual equipment or in a realistic simulation. Verbal tests seldom are valid measures of procedural skills.

p. Give immediate feedback -- Prompt confirmation of correct responses and correction of wrong responses is satisfying to the trainee and helps prevent the learning of incorrect habit patterns.

Films are resources to be learned from; they are seldom complete teaching units themselves. The value of films and all instructional media will depend upon how well you use them.

3. Overhead transparencies

Overhead transparencies are projected visual presentations with great flexibility for teaching purposes. Basically, the overhead transparency is a sheet of transparent plastic about eight by ten inches, with a picture or printed message on it. The transparent material is placed right side up on a special projector, called the overhead projector, which then focuses the image from the transparency up and onto a screen facing the audience.

Major advantages of overhead projection are that it allows the instructor to face the class at all times and continue teaching in a lighted room. Unlike film or slide projectors, the overhead projector is placed at the front of the classroom. The instructor can maintain eye contact with the class and the projected materials, as well as with other teaching materials.

G. Skill and Process Learning

It is well established that any skill can be learned with greater facility if the learner is given some understanding of the reasons for learning it. He needs to know the place or importance of that skill in his life and also what he can expect to happen as he proceeds to learn. Telling him to anticipate difficulty may lessen his anxiety. Most important, he needs some framework upon which to build as he makes his first few efforts. The explanation, which need only deal with the essentials, can precede practice or may come soon after the beginning of practice.

In connection with most skills, there is also a body of information to be mastered and this must be clearly presented, preferably in a sequence related to his mastery of the skill. It has been shown that a skill is learned most effectively if the practice of that skill is carried out under actual conditions and in the actual setting. For speedy mastery of the skill or process, an overview of that skill or process should be provided.

Once the learner has some grasp of the whole problem, the strength of his motivation has been reinforced. It is now time to demonstrate, analyze, and practice particular aspects of the skills. Errors in performance should be corrected and followed by additional demonstration and practice. Only when there has been some mastery of one particular skill should

the learner go on to the next. The procedure is always similar: identify the skill, demonstrate the technique, then let the learner practice it.

H. Demonstration

Many skills and processes are taught by demonstration. The demonstration may be perceived through several senses and, if well planned, gives each individual learner a chance to practice each of the successive steps.

Learning happens most readily when both the purpose and the practice are clearly understood. Again, this is provided in advance, as well as at each step in the demonstration, relating the separate factors to the whole. You should organize your material in a step-by-step form and be adept at the skills so that you demonstrate them clearly, with an air of confidence, in an orderly sequence. An unsettled, apprehensive approach to the demonstration creates added difficulty for the learner.

It is very important in the demonstration to plan time for questions, so that all points of difficulty are cleared up, along with ample time for practice by the learner.

I. Case Study

A case study is a description, either written or oral, of an event or series of events that portray a problem for which a solution is sought through group discussion.

In preparing a case study, you must remember that no one case should attempt to include everything about the situation being depicted. The case is a description of people and events in a true-to-life situation, but it also represents a process of selection from real-life situations. A common objective in using cases is the development of greater analytical skill on the part of the participants. This can best be achieved by emphasizing problem identification, evaluation, and recommended solutions. Since many welfare problems are too complex for one-man solutions, group discussion helps to improve each individual's skill in collaborative analysis.

Teamwork learned in case discussion can then be transferred with good effect to staff conferences, to committee work, and to other actual job situations.

Also, in the case study, each participant is made aware of the many nuances in each situation and of many interpretations and alternative solutions that he might not have identified independently. A more open approach to real problems is thus encouraged.

Participants in case discussions are, first of all, actively engaged in searching for the key elements in the situation. It is this searching activity and the consequent understanding of the roots of the problem that distinguishes the case method.

Additional meaning results from placing major responsi-

bility for case analysis upon the group members, rather than upon the leader. Learning is promoted by cooperative searching and vigorous discussion of alternative solutions, along with the vicarious sharing of experience with the "case characters." Your role is to keep the group aware of its responsibility, to suggest lines of exploration, to pose useful questions, and to summarize the discussion. It is not to spoon-feed participants or to lecture them about what they should be thinking.

Participants should be able to draw principles applicable to their job assignments from each case. To an important extent, the success of this technique depends on whether the case stimulates interest by dealing with a situation that the participants regard as meaningful to them. Case discussions can be used to provide practice in analyzing practical problems in a supporting atmosphere where there is no penalty for being "wrong."

The decision whether to select an existing case or to write an original one is up to the instructor. Using published cases has four advantages: (1) they are developed by experienced case writers and are usually well done; (2) they usually have been tested and modified before publication; (3) they represent a wide range of possible situations and applications; and (4) they often include directions or suggestions -- for example, key questions for use in discussions.

Possible disadvantages of using the case discussion may be that (1) it is not always possible to find a case that fits a specific program objective and situation; and (2) the chosen case may be rejected by the group members because it is "foreign," that is, it deals with a situation remote from their experience, is on too complex a level, is on too simple a level, is out of date, or uses confusing technical jargon.

J. Role Playing

In role playing, members of the group act out a problem situation, usually without a script. The scene is customarily followed by discussion and may be replayed with variations of personnel or circumstances. The purpose of role playing is to provide an experience close to reality in order to gain personal understanding and insight. It is assumed that to the extent the student is able to identify and involve himself with what is being enacted, he may be able to evaluate his own actions or better understand relationships in which he is involved.

Role playing is useful in learning to work with other people, to handle ourselves, and to observe and correct our human relations mistakes as we practice coping with the problems of group life. Above all, it helps the aide develop the basic skill of putting himself in another's shoes or viewing a situation from another person's point of view.

The main uses of role playing are to provide (1) training

in sensitivity to people and situations; (2) training in leadership and human relations skills; (3) stimulation of discussion, and (4) training in more effective group problem solving. Role playing is frequently used to practice such skills as negotiating a contract or meeting in a committee to deal with a social problem like juvenile delinquency. It provides an excellent opportunity for people to learn what it may feel like to face a situation in which deep hostility may be expected. One can thus study the issue, without some of the threats that are found in a genuine conflict.

Mistakes can be made in such practice that might be crippling in a real situation. The assumption is that one will be able to deal more calmly, more objectively, and more understandingly with real conflicts through practice in simulated conflict situations where real feelings are released. In discussing a problem involving a minority group, members of the majority group can be asked to take the reverse role. Or if there are two or more sides to a dispute, representatives may be asked to take opposing sides and state that point of view to their opponent's satisfaction.

K. Keeping Methods and Techniques in Perspective

It is important to stress again that no one method or technique is the solution to every training problem and that not all techniques and methods can be used productively with

each problem. Some forms of teaching not only do not attract, but actually seem to intimidate trainees who have had little formal academic experience. Remember that methods, forms, devices, and techniques do not replace the instructor, but they can provide him with a repertoire of effective and economical suggestions for promoting good learning.

SELECTED CONCEPTS AND SUBSTANTIVE ELEMENTS RELATED TO THE NEW CAREERS TRAINING MODEL

The concepts and substantive elements listed below represent those underlying the New Careers Training Model on which core group process and its related curriculum are based. Sources used to derive these concepts mainly are those developed over the past few years by the Institute for Youth Studies, Howard University, and other New Careers training programs.

The listing of concepts and substantive elements has as its central aim the belief that there are common ideas about people and their specific and general environments that must be built into and reinforced in any learning situation to achieve New Careers stated outcomes. These common ideas include (1) recognition of the dignity of the individual, (2) his right to self-determination, (3) maximum opportunity for his further development and learning, (4) the experimental basis of learning, (5) and the futility of verbal procedures as a substitute for the personal experiences of the individual.*

As concepts become increasingly refined and understood by both the trainer and the trainee, the supportive substantive elements also become clearer and easier to apply

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*A.D. Woodruff. Basic Concepts of Teaching. San Francisco, Chandler Publishing Co., 1961.

to the learning process. No attempt has been made to arrange the following list in sequential order. The New Careers program is a system composed of many complementary parts that interact with each other and that cannot be isolated from each other.

CONCEPT: Success in conducting a New Careers training program depends on firm commitments from human service agencies for employment and career mobility for trainees.

Substantive Elements:

A. Training should start only when firm commitments for jobs have been received from the employing agency.

B. Prior to training, the employing agency should have a comprehensive job description for each potential position as a base for core, remediation, skill and OJT curriculum development.

C. Prior to training, the employing agency should have determined realistic career mobility for aides through at least two additional steps with concomitant job descriptions and agency requirements for promotion.

D. Prior to program initiation, there should be a general orientation to the New Careers program for all employing agency staff and trainees.

CONCEPT: The optimum New Careers Training Model is experience-based from which flows a series of "core" progressions: a core in generic human services, a core in a specific human service, and the specific skill and OJT core.

Substantive Elements:

A. The core of generic human services must stem from the life and job experiences of the trainees.

B. The total training program should support and underline the responsibilities of the trainees to raise issues and problems.

C. All succeeding cores are built on the basic core, detailing specific elements in each human service area and specific occupational area.

D. The experiences of the trainees, prior to and during the training period, are incorporated into the content of the progressions of cores.

E. The New Careers training program must move from simple to complex elements.

F. Opportunity is provided for experiencing success, through incremental steps of difficulty.

G. Trainees are better able to learn generalized principles when they are linked to their own concrete experience and/or observation.

CONCEPT: The New Careers Training Model attempts to "screen and keep people in" rather than out of training.

Substantive Elements:

A. Remediation should be based on the functional needs of the trainee as derived from the job situation.

B. Remediation should prepare the trainee to take and pass appropriate tests or examinations and obtain the necessary credentials leading to further education and/or career mobility.

C. Supportive services (medical, dental, legal, day care, etc.) should be provided trainees to help them maintain continuity of training.

D. Employing agencies must plan for in-service education for aides beyond entry training.

E. On-going formal education and training for career mobility of human service aides should be incorporated into the normal work week, through released time or work-study programs.

F. The New Careers training program must accept and build upon the life style of the New Careerist for maximum development of his potential.

G. The trainee must be helped to become aware of the unique role he plays and the contribution he makes to the training program and agency.

H. Professional staff involved in New Careers training programs must believe in the value of human service aides and transmit this belief to trainees in the program.

I. Trainees in New Careers must be adequately compensated during the training program.

CONCEPT: The New Careers Training Model will be most successful when agencies and agency professional personnel restructure their own specific functions and services along with those of New Careerists, involving both the professional and the human service aide in the process.

Substantive Elements:

A. Training of skill and OJT professional supervisors should parallel that of the trainees and relate to the specific program in which both are involved.

B. Job development and job description in employing agencies should develop based on the optimum utilization of professionals and aides.

C. At the same time, training curriculum must be revised and updated to support the on-going process of job development.

D. The possibilities of improving services are greater when the responsibilities of the human service aide and the professional complement and supplement one another.

CONCEPT: The New Careers Training Model emphasizes individual participation in meaningful and challenging activity in all its elements.

Substantive Elements:

A. Trainers -- core, skill, OJT, remediation -- must see the

trainee as able to make decisions and act responsibly consistent with his own interests and needs.

B. The core group provides a medium for the development of human relation skills and their integration with technical skill and OJT experience.

CONCEPT: The New Careers Training Model provides a new way to help people bridge the gap between lack of credentials in a human service occupation and job entry with potential career mobility.

Substantive Elements:

A. The New Careers process enables the trainee to gain insights into his capacities as well as his deficiencies as he has the opportunity to test skills and perform tasks.

B. The community needs to be familiarized with New Careers concepts and programs, i. e., professional groups, business groups, colleges and universities, community action groups, etc.

C. Linkage with local junior colleges, colleges, and universities should be established to provide for continuing education for human service aides.

CONCEPT: New Careers training programs for human service aides are inseparable from the job situation.

Substantive Elements:

A. Immediate involvement of the trainee in meaningful job-centered experience is critical for overall success.

B. Specialty and OJT experience should provide the basis for curriculum in remediation and the springboard for core group discussion.

C. The optimum training vehicle for New Careers is an informal, small group.

CONCEPT: Entry training is just that amount of training that can best and most feasibly prepare the trainee to responsibly assume the duties of a human service aide in the shortest amount of time.

Substantive Elements:

A. The trainee should be scheduled to function in a service-providing capacity as quickly as possible.

B. The training program must include those necessary skills as early in training as possible to allow the trainee to assume this service function.

C. Prior to training, the job description for the entry job should contain enough detail to reasonably estimate the length of training and responsible involvement of the trainee.

CONCEPT: The employing agency must be deeply involved in all phases of planning and implementation of New Careers training programs.

Substantive Element:

Expectations and regulations pertaining to the training program and employing agency must be clearly defined to all participants at the beginning of the New Careers training program.